

**St Joseph’s Roman**

**Catholic High School**

***RAISE Network***

***Policy***

**J**esus Christ is our family role model

**O**pening our hearts and minds to dream the impossible and achieve beyond our wildest imagination

**E**verybody is valued and respected

**Y**oung and old will journey together to build God’s Kingdom.

**S**triving for academic excellence and celebrating success in all we do

**Approved by Governors: Date for Review:** October 2025

**SENCO Mrs Rachel Hawkrigg.**

**Contact details:** **rhawkrigg@st-josephs.bolton.sch.uk**

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| --- | --- | --- |
| **Current version** | **Previous version** | **Summary of changes made** |
| October 2020 | Sept 2019 | Governor name at beginning and in section 11Second Designated teacher with responsibility for safeguarding- Mr L Sylvester addedAppendix 2 added – COVID  |
| October 2021 | September 2020 | P5- Managers of Learning replaced with Head of YearP5 – differentiated replaced with adaptedP8-‘ and to set clear targets towards the outcomes to be achieved.’ Removed and also ‘However, the core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the passport.’ is also removedP9- paragraph re written to represent school progress reporting procedureAppendix- covid and home learning and lockdown, removed |

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| October 22 | 0ctober 2021 | P3. SLT Advocate for SEN: Mr Michael Singleton Safeguarding and Child Protection replaced with Mrs Helen Horridge - Assistant Headteacher, CurriculumP3. added- School follows a ‘Think Me’ approach .P3 added- St Joseph’s endeavours to meet the diverse needs of students to ensure inclusion for all. All of our students are entitled to a balanced and broad curriculum, delivered in a relevant and differentiated manner. It is important that the learning and teaching, achievements, attitudes and well-being of every young person matters.St Joseph’s is working towards the Dyslexia Aware Quality Mark to becoming a dyslexia and inclusive, friendly school with the key aim that dyslexia friendly schools enhance the impact of learning and teaching on the student in the classroom and to ensure that teaching benefits **all** students, not just those with dyslexia.P7 removed-(previously known as a Statement)P9 added by appointmentP13 Removed: Mrs R HawkriggAdded Miss Warwick |
| September 23 | October 22 | P4: Introduction of inclusion handbook added* P12: Addition of carers working in partnership
* P12: Links with Voluntary Organisations removed
* P13: Designation of SEQA provision changed to headteacher
* P13: Addition of SEND Governor to meet with SENCO and/or SEND nominated members of the SEND team once per term.
* P14: SENCO changed from R. Hawrigg to H. Horridge
* P15: Miss Warwick removed as designated safeguarding teacher.
* P16: Carers added
* Throughout “pupil” changed to “student”
 |
| September 2024 | September 2023 | Throughout: “SEND students” changed to “Students with additional needs”, “SEND department” to “RAISE network” and “Learning Support department” to “RAISE network”. “SENCO” changed to “RAISE Lead”.P4: Addition of RAISE network, awarding of Dyslexia Friendly Schools Award and Inclusion Quality Mark.* P5: Raise Network aims added and ThinkMe added.
* P7: Removal of Asperger’s Syndrome.
* P9: Section 4 title change including “additional needs”
* P9: Changes to criteria for entry onto RAISE list added for the three tiers of RAISE network support.
* P10: Hours of support reference removed.
* P11: Section 5 title change “RAISE list”
* P11: Learning Support Department changed to RAISE network
* P12: Communication Commitment added
* P13: Section 6 title change to include RAISE list.
* P13: Criteria for exiting the RAISE list amended.
* P14: Parents’ Evening changed to Progress Evening
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SEN Governor: Mrs Hilary Freeman

SLT Advocate for SEND: Mrs Helen Horridge - Assistant Headteacher: Curriculum and SENCO

**Section1: Rationale**

As reflected in our mission statement, every student at St Joseph’s is recognised as having individual skills, talents and abilities and is equally important and valued and their journey to success is unlimited. The school, therefore, is committed to responding to any individual’s Special Educational Needs at any stage of his/her school career in order that he/she may be fully included and given the opportunities to develop his/her skills, abilities and talents to the full.

It is recognised that all staff have a responsibility for every student within their teaching group and that every teacher is a teacher of every child or young person including those with SEN. School follows a ‘Think Me’ approach. Our whole school approach to SEND is through our RAISE network and is summarised in our Inclusion handbook.

The RAISE network forms our additional support strategy for any individual who is Receiving Additional Intervention, Support and Enrichment at St Joseph’s and forms a rebranding of the SEN department following stakeholder voice.

A systematic and unified approach by subject staff, pastoral teams, learning support and specialist staff will enable the educational needs of all students to be identified and allow appropriate educational provision to be made.

St Joseph’s endeavours to meet the diverse needs of students to ensure inclusion for all. All of our students are entitled to a balanced and broad curriculum, delivered in a relevant and differentiated manner. It is important that the learning and teaching, achievements, attitudes and well-being of every young person matters.

St Joseph’s has achieved the Dyslexia Aware Quality Mark and is a dyslexia and inclusive, friendly school. This ensures that our school enhances the impact of learning and teaching on the student in the classroom and to ensure that teaching benefits **all** students, not just those with dyslexia. The school has also achieved the Inclusion Quality Mark which certifies good inclusive practices and evaluates equal opportunities for all students regardless of age, gender, ethnicity, attainment and background.

**Under the SEN Code of Practice - Sept 2015:**

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age.
* has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Section 2: Aims and Objectives**

Everyone at St Joseph’s RC High School is committed to providing the conditions and opportunities to enable any child with additional needs to be included fully in all aspects of school life. The RAISE network forms a support system across school to ensure that any individuals who require additional support above and beyond universal provision receive it in a personalised and timely manner. We aim to improve the outcomes for any child through high aspirations and expectations for all young people within our school providing a focus on outcomes and not just hours of provision.

We believe that all young children are entitled to an education that enables them to make progress to achieve their potential, become confident individuals and make a successful transition into adulthood.

**OBJECTIVE**

***How are we going to achieve our aims?***

1. To identify and provide for students who have Special Educational Needs, additional needs and/or disabilities.
2. To work within the guidance provide in the SEND Code of Practice, 2015.
3. To operate a “whole student, whole school” approach to the management and provision of support for Special Educational Needs through ThinkMe strategy.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Inclusion Policy.
5. To provide support and advice for all staff working with students with additional needs.

**Section 3: Identifying Special Educational Needs**

In accordance with the SEND Code of Practice, 2015, there are four broad areas that give an overview of the range of needs that a young person might require to help them reach their potential within school. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

**Broad Areas of Need**

**Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

**Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical Needs**

Some young children require special educational provision because they have a disability which hinders them from making use of the facilities generally provided. Many young children with vision impairment, hearing impairment will require specialist support or equipment to access their learning.

At St Joseph’s the needs of students are identified by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. Some needs may impact on progress and attainment but are not classed as SEND:

* Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute additional needs for students).
* Attendance and Punctuality.
* Health and Welfare.
* EAL.
* Being in receipt of Student Premium Grant.
* Being a Looked After Child.
* Being a child of Serviceman/woman.
* Concerns relating to a child or young person’s behaviour.

Slow progress and low attainment do not necessarily mean that a child has additional needs but these may be an indicator of a learning difficulty, and also equally, it is not assumed that a student whose attainment is in line with their chronological age means that there is no learning difficulty or disability.

**Section 4: A Graduated Approach to Support for Students with Additional Needs**

Early identification, assessment and provision for any student with additional needs is vital and any student who is thought to have additional needs is identified and assessed as early and thoroughly as is possible and necessary. Referral can come from various sources:

* Subject teacher’s/HOD request.
* Student self-request.
* Parental request.
* Management request.
* Transition information from Primary School.
* Diagnostic tests.
* Data tracking via SENCO /Heads of Department/Head of Year

High quality adaptive and inclusive teaching for individual students, is the first step in responding to students who have or may have additional needs. The Code of Practice 2015 suggests that students are only identified as having additional needs if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

St Joseph’s school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary, improving a teachers understanding of strategies to identify and support vulnerable students and increase their knowledge and skills in teaching students with special needs which are most frequently encountered.

On referral the teacher and SENCO will consider all of the information gathered from within school about the student’s progress, alongside national data and expectations of progress. Information will also include high quality and accurate formative assessment, using effective tools and early assessment materials.

In the case of higher levels of need, St Josephs has arrangements to access more specialised assessments e.g. Educational Psychologist. Early discussions with parents/carers and the student will be included in order to gather strengths and areas of difficulty a student might be experiencing and agreed outcomes and the next steps for the child.

All students with difficulties in one or more of these four broad areas of need will be placed on the RAISE list. This is a list of students who have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn. When students are placed on the RAISE list there are three subcategories that a student may be placed in. These are described below:

1. **Education and Health Care Plan**: These students have an EHC plan which is a legal document which:
	* identifies your child's special educational needs
	* the additional or specialist provision required to meet their needs
	* the outcomes the provision should help them to achieve
	* the placement: he school or college they should attend
2. **SEN Support:** This is the system by which schools should assess the needs of children, and then provide appropriate support. Students are placed as SEN Support where they are not making expected progress with high quality adaptive and inclusive teaching and require additional support and provision. The SEN support system follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review, addressing a range of different areas e.g. literacy, social skills, attention and/or behaviour. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the SEND Code of Practice 2015. Parents/carers will be informed when/if their child moves from monitoring to SEN support.
3. **Monitoring:** At this stage, students data across the curriculum indicates that they are making expected progress with high quality adaptive and inclusive teaching and do not require any additional interventions .They will be monitored to ensure that this progress is maintained.

RAISE provision is anything that is provided to meet a child’s needs that is ‘additional to or different from’ provision made for all children. For a child at SEN Support, the school must use its ‘best endeavours’ to make sure that additional provision is made to meet a child’s additional needs. Schools must also follow the SEND Code of Practice.

Where a student has been identified as having additional needs, school will take action to remove barriers to learning and put effective special educational provision in place, concentrating on desired outcomes for the student. This support, now a single category- **SEN SUPPORT** is in the form of a graduated response ASSESS *– PLAN - DO – REVIEW* cycle. (Appendix 1)

The level of provision is based on the desired outcomes for a student and the type of provision necessary to achieve those desired outcomes. Where a student continues to make less than the desired progress despite evidenced based support and interventions matched to the student’s needs, St Josephs will consider involving specialists secured by the school or from outside agencies, after completion of an Early Help Assessment.

Most students will have their needs met within school but occasionally school may feel that the additional provision required to meet a young person needs cannot be resourced from within school and may request an **Education and Health Care assessment** from the Local Authority.

 The school will in this case provide evidence to the Local Authority on:

* Student’s personalised targets.
* Records of regular reviews and their outcomes.
* The student’s health, including the student’s medical history where relevant.
* National Curriculum levels.
* Attainments in Literacy and Mathematics.
* Educational and other assessments e.g. from an advisory specialist support teacher or an educational psychologist.
* Views of the parents and of the student.
* Involvement of other professionals.
* Any involvement by the Social Services or Educations Welfare.

Statutory assessment itself will not always lead to an Education and Health Care Plan. The information gathered during an assessment may indicate ways in which the School can meet the student’s needs without the need for any special educational provision to be determined by the LA.

**SECTION 5: Managing Students’ Needs on the RAISE list**

All students offered RAISE support, will be recorded within the RAISE network via the school provision mapping system. Student’s provision will be reviewed after a set period of time depending on the type of intervention and the effectiveness of the support and the impact upon a student’s progress will be reviewed in line with an agreed date from the start of the intervention. The SENCO will have responsibility for coordinating the review of interventions and outcomes agreed for students.

Other systems for assessing and planning within RAISE network will be the ‘Student Profile Passport’, together with the information on the SEND register and this will be reviewed termly by key workers with students and parents where possible, to enable key barriers to learning to be removed. Student passports will be available for any meeting/review of a student’s progress throughout the year.

**Communication Commitment**

* + - Communication with parents/carers will be made when a students is initially placed on the RAISE list and then when any changes to their allocated place on the list is amended.
		- Communication will take place when a student is invited to take part in additional support in addition to high quality adaptive and inclusive teaching in the classroom.
		- Communication with parents/carers will take place when a programme of support is completed with detail of the impact of the provision.
		- Communication will take place after each school report issued to parents/carers about the progress and attainment made for each student and whether any changes are to be made to the RAISE list.

**For students currently on Education and Health Care plan**

The LA initiates an annual review/Person Centred Review by writing to the Headteacher requesting that:

* The Headteacher convenes a Person-Centred Annual Review Meeting.
* Prepares a School Advice Report based on information collected from subject teachers, pastoral staff, support staff.
* The Parents are invited to attend the meeting and submit written advice.
* The student is invited to attend the meeting and submit written advice.
* All external agencies involved in supporting the student are invited to attend the meeting and submit written advice.

All advice received will be collected and circulated to all those attending the Review Meeting before the meeting date.

 Those attending the Annual Review will:

* Consider the progress the student has made over 12 months.
* Consider whether any amendments need to be made to the EHC plan.
* Review provision.
* Set new targets for the year.
* Consider whether the EHC plan remains appropriate.
* Consider to reduce/cease to maintain the provision within the/EHC plan.

**Section 6: Criteria for Exiting the RAISE list register**

1. Education and Health Care Plan: These students remain on the RAISE list for the duration of their EHC plan being in place. Should the EHC plan no longer be required due to all outcomes being met and additional or specialist provision not be required, a student would move to SEN Support or Monitoring depending on their level of need at the cessation of the plan.
2. SEN Support: A pupil can move from SEN Support to monitoring at any time within their school career:
	* when they have met the desired outcomes and are making expected progress and are no longer receiving additional support to achieve those outcomes or expected progress.
	* when there is evidence that the student is making progress academically
	* the student is achieving or exceeding their expected levels of progress
	* verbal feedback from the teacher, parent and student suggests additional interventions are no longer required and the student is on target to achieve or exceed their expected levels of progress.
	* formal or informal observations of the student at school, suggests additional interventions are no longer required and the student is on target to achieve or exceed their expected levels of progress.
3. Monitoring: All students with difficulties in one or more of these four broad areas of need will remain on the RAISE list.

**SECTION 7: Supporting Students and Families**

School will provide three interim reports a year to students in Year 7 -9 and an additional report within year 10 and 11 with exam results. Where a student is receiving RAISE network support, the SENCO will be available at each Progress Evening to discuss any difficulties identified by appointment.

School, under the 2015 Code of Practice, must publish a SEND Information Report - please see website and the Local Authority publishes a local offer on their website www.mylifeinbolton.org.uk. This is where Bolton’s SEND Local Offer sits and provides information and support services for Special Educational Needs and Disabilities for anyone aged between 0 to 25.

Bolton Independent Advisory Service is a statutory service that offers advice, information and support to parents who contact them with concerns about their son/daughter’s additional learning needs. Most services have trained independent parental supporters (IPS) available to work with parents and schools and LA. Most services will advise and offer any information to any parent/carer who has concerns about their child in school. Concerns may cover a range of issues such as bullying, homework, social and learning difficulties, fear of school, and lack of satisfactory progress.

* Advice is impartial and confidential.
* Parents are listened to usually by phone or in person.
* Issues will be discussed.
* Options will be considered.
* Appropriate support will be offered.

**Information explained may be about:**

* LA processes
* Government legislation
* Statutory rights
* Tribunal appeal
* School provision
* Who is best placed to help.

**Support may range from:**

* Telephone contact
* Home visit
* Help with reading documents
* Writing reports
* Independent mediation with LA or school
* Preparation for meetings with school or LA
* Attending meetings with school or LA
* Local parent

The Bolton Independent Advisory Service contact can be found on the local offer webpage [www.mylifeinbolton.org.uk](http://www.mylifeinbolton.org.uk)

**Partnership with Parents/Carers**

St Joseph’s recognises that parents and carers are equal partners in the educational progress of any child. Consequently, they are involved at all stages of the consultation and decision-making process. The School operates an open-door policy where parents and carers can request an appointment to discuss concerns about their child’s progress.

**Links with other Schools/Colleges/Firms**

St Joseph’s maintains links with several Primary Schools. Liaison takes place via, for example, the Headteacher, Departmental Heads, Transition Co-ordinator and SENCO.

Year 6 students are involved in a variety of induction events that take place throughout the academic year or earlier e.g. tours around the school and Open Evenings; in order to ease transition to High School. Year 6 Annual Reviews will be attended by a representative from St Joseph’s whenever possible. A special induction programme for specific students e.g. for students with an Autistic Spectrum Disorder, can be arranged internally or with external agencies such as Ladywood Outreach, to ensure transfer is as smooth as possible.

Additionally, the School has excellent links with various Sixth Form Colleges and is actively involved in the process of transition of students from school to a college setting.

As a result of many years of successful Work Experience Programmes, St Joseph’s has developed and maintained close links with many local firms and industries.

**Admissions Policy**

Students, irrespective of additional learning needs concerns, are admitted to St Joseph’s according to the School’s agreed admissions policy. Students who have an Educational Health Care Plan of Special Educational Needs are treated in accordance with current regulations.

**Access Arrangements**

St Joseph’s recognises that some students with or without additional needs may have difficulties with internal and external examinations and appropriate provision is made for them when quantified. It is policy within the school that students with additional needs are not disadvantaged. Support is given during internal examinations to students eligible for concessions, e.g. use of a scribe, reader, extra time and rest breaks. Applications are made by the Examinations Officer to the Joint Qualification Council and relevant examination boards for approval of appropriate concessions for all external examinations in conjunction with the SENCO.

**SECTION 8: Supporting Students at School with Medical Conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN), or an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

**SECTION 9: Monitoring and Evaluation of Additional Needs**

RAISE network provision within school will be monitored and evaluated by SENCO and bi-weekly SEQA meetings with the Headteacher. Observations of provision will be conducted by the SENCO, audits of school provision are conducted and evaluated by sampling of parent views, students’ views and staff views.

The role of the RAISE network Governor is to develop and maintain an awareness of additional needs provision in the school on behalf of the governing body in compliance with the legal duties under the Education Act 1996. The RAISE network Governor will meet with the RAISE LEAD and/or nominated members of the SEND team once per term to monitor and evaluate the SEND provision.

The evaluation and monitoring arrangements within St Joseph’s promote an active process of continual review and improvement of provision for all students.

**SECTION 10: Training and Resources**

Funding is agreed locally and is given to schools under three main headings:

**Element 1: an amount of money for each student in the school**

This is the core budget for each school and it is used to make general provision for all students in the school including students with additional needs.

**Element 2**: **the school’s notional SEND budget**

Element 2 is called the notional SEND budget. When funding is delegated to schools, they can spend it in the way they think is best to support students. However, schools have a duty to identify, assess and make additional provision for all children with additional needs.

**Element 3: Top-Up Funding**

If the school can show that a student with additional needs more than £6,000 worth of special educational provision, it can ask the Local Authority to provide top-up funding to meet the cost of that provision. Where the Local Authority agrees, the cost is provided from funding held by the Local Authority in their high needs block. Element 3 is provided by the Local Authority for an individual student who has a high level of needs and schools are expected to use this funding to make additional provision for that individual student.

**In-Service Training (INSET) and CPD**

In-service training is available, in respect of additional needs, for the whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need or through requests from teacher appraisal reviews. All INSET will be in accordance with the School’s CPD Policy. INSET could be delivered by: Staff within School or External consultants/course organisers. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the RAISE Lead to explain the systems and structures in place around the school’s additional needs provision and practice and to discuss the needs of individual students.

The school’s RAISE Lead regularly attends the LA’s SENCO Hub meetings in order to keep up to date with local and national updates in SEND.

The school RAISE Lead also has NASEN membership allowing access to all national updates on SEND practice.

The school RAISE Lead holds the NASENCO - National Qualification for Special Educational Needs as a statutory directive from the government.

**SECTION 11: Roles and Responsibilities**

RAISE network Governor: Mrs Hilary Freeman

RAISE Lead: Mrs Helen Horridge

Contact details: hhorridge991@st-josephs.bolton.sch.uk

 Tel: 01204 697456

Role of the RAISE Lead

The appropriate authority of a relevant school must ensure that the RAISE Lead appointed under section 62(2) of the Children and Families Act 2015

1. Is a qualified teacher.
2. Holds or is working towards the “The National Award for Special Educational Needs Coordination”.

Key responsibilities may include the carrying out, or arranging for the carrying out, of the following tasks—

1. in relation to each of the registered students who the RAISE Lead considers may have special educational needs, informing a parent of the student that this may be the case as soon as is reasonably practicable.
2. In relation to each of the registered students who have special educational needs:
	* 1. Identifying the students’ special educational needs.
		2. co-ordinating the making of special educational provision for the student which meets those needs.
		3. Monitoring the effectiveness of any special educational provision made for the Student.
		4. Securing relevant services for the student where necessary.
		5. Ensuring that records of the student’s special educational needs and the special educational provision made to meet those needs are maintained and kept up to date.
		6. Liaising with and providing information to a parent of the student on a regular basis about that student’s special educational needs and the special educational provision
		7. being made for those needs.
		8. Ensuring that, where the student transfers to another school or educational institution, all relevant information about the student’s Special Educational Needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution.
		9. Promoting the student’s inclusion in the school community and access to the school’s curriculum, facilities and extracurricular activities.
3. Selecting, supervising and training learning support assistants who work with students with Special Educational Needs.
4. Advising teachers at the school about differentiated teaching methods appropriate for individual students with Special Educational Needs.

Designated Teacher with specific Safeguarding responsibility: Mr M Singleton

Second Designated teacher with responsibility for safeguarding: Mrs L Anderton, Mr L Sylvester, Miss E Tebay.

**SECTION 12: Storing and Managing Information**

Documents are stored in line with the guidelines for GDPR.

**SECTION 13: Reviewing the Policy**

The RAISE network policy is reviewed annually.

**SECTION 14: Accessibility**

Information is within the school’s Accessibility policy.

**SECTION 15: Dealing with Complaints**

Parents and carers are regarded as partners in their child’s education. Parents and carers who have any complaint regarding the provision made at school for students with additional needs will follow the schools’ complaints procedure.

**SECTION 16: Bullying**

All other policies can be found on the schools’ website.

**SECTION 17: Appendices**

See next page.

**Appendix 1****ix**